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ABSTRACT

This extensive bibliography was developed by staff members of Project Simu School during their research into techniques for providing information to educational decisionmakers. For the most part, only currently available publications are included; out-of-print works are included only when they are a valuable source of information and are available on interagency loan. Because this approach excludes most pamphlets and periodical articles, Appendixes A and B provide the names of periodicals, indexes, and organizations that will aid in obtaining those items. Appendix C suggests criteria to consider when selecting publications for a reference library. The body of the bibliography is organized by broad subject areas. Separate author/institution and title indexes are included. (Author/JG)

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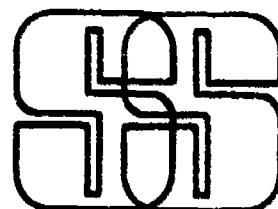
Bibliography and Selection Criteria

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PROJECT



SIMU-SCHOOL

SELECTED REFERENCES IN EDUCATIONAL PLANNING

Bibliography and Selection Criteria

RESEARCH REPORT NUMBER TWENTY-ONE

OF

PROJECT SIMU SCHOOL: SANTA CLARA COUNTY COMPONENT

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CONTENTS

	<u>Page</u>
FOREWORD	v
INTRODUCTION	1
BIBLIOGRAPHY	
Administration (1-26)	2
Architecture (27-31)	3
Case Studies (32-44)	4
Change (45-58)	5
City and Urban Planning (59-141)	6
Curriculum/Programs (142-208)	11
Educational Goals, Needs (209-212)	15
Educational Planning (General) (213-266)	15
Facilities (267-361)	19
Finance and Economics (368-393)	25
Future (394-437)	27
Glossaries/Directories/Manuals (438-443)	50
Higher Education (444-461)	30
Housing (462-471)	32
Law (472-474)	33
New Towns (475-481)	33
Planning Models/Methods (482-513)	33
Program Planning Budgeting System (514-521)	36
Systems Analysis (522-533)	36
Population (534-536)	37
School - Community Politics/Planning (537-557)	37
Social Planning (558-588)	39
Statistics (589-606)	41
Transportation (607-610)	42
Urban Education (611-629)	42
Zoning (630-642)	44
Addenda (643-649)	45
APPENDIX A - RELATED PERIODICALS	
	46
APPENDIX B - RELATED ORGANIZATIONS	
	49
APPENDIX C - REFERENCE LIBRARY SELECTION CRITERIA	
	53
AUTHOR/INSTITUTION INDEX	
	65
TITLE INDEX	
	72

FOREWORD

Educational planning has been defined in its broadest terms by Project Simu School: Santa Clara County Component during its pursuit of techniques for providing information to decision makers in educational systems. Emphasis on community analysis and on understanding the client has led the Simu School staff to consult diverse references on societal and educational change.

Some references desired by the staff have been difficult to secure, hence the decision to develop a reference library for use by planners and other interested personnel. This effort generated an extensive list of books and other materials of interest which were assigned priorities for inclusion in the professional library of the Office of the County Superintendent of Schools of Santa Clara County. The lists of desired materials have been assembled into a bibliography on educational planning presented herein as suggested references for use in broadening one's understanding of the educational process.

Special recognition is given to Mrs. Susan Choi of the Library Information Service of the Office of the County Superintendent of Schools for her dedicated work in assembling these materials and preparing the criteria for selection of references. Richard Cornisa, editor, and other staff of the Center for Educational Planning are recognized for their contributions of titles and for their consideration and review of the resulting lists.

We hope this reference work will be of value to all who use it in their search for information necessary for good educational planning.

Lester W. Hunt, Director
Project Simu School: Santa Clara County Component

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INTRODUCTION

This selected bibliography contains citations for books to be included in a library for educational planning. An attempt has been made to include only those items which are currently available for acquisition. Out-of-print items have only been included when they were deemed a valuable source of information and were obtainable on interagency loan. Because this approach has meant the exclusion of pamphlet-type materials and periodical articles, Appendices A and B have been included to provide the names of periodicals, indexes and organizations in the field that will aid in obtaining these items.

The citations in this bibliography were obtained by reviewing other bibliographies, the collections of other libraries and citations in appropriate books and periodicals. Suggestions were also solicited from persons in the field of educational planning. Whenever possible, the actual work was examined, but in many cases works were chosen on the basis of reviews and annotations.

This bibliography is arranged by broad subject areas and is followed by an author/institution and title index. Citations are numbered consecutively throughout the bibliography.

In addition to the appendices described above, a third appendix is offered as a general guide for selecting works for a reference library. Appendix C outlines some "common sense" criteria that should be considered before purchasing a new work.

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APPENDIX A - RELATED PERIODICALS

Periodical articles are often the most up-to-date sources for research and statistics and should not be overlooked in any reference collection. Periodical articles have not been included in this bibliography because of their vast numbers. Instead, a list of periodicals is appended here. These periodicals regularly carry articles in the fields of educational and community planning. The name of the periodical is given; addresses, prices and subscription information can be obtained from the following sources:

Ulrich's International Periodicals Directory
15th edition. New York: Bowker, 1973.

Current Index to Journals in Education, annual index
New York: Macmillan Information.

Periodicals not listed in the above works have their addresses given below.

Following the list of periodicals is a list of indexes appropriate to the field of educational planning. These indexes cite articles in periodicals in the fields indicated by their titles.

Periodicals

American City Magazine	Association of American Geographers Annals
American County Government Formerly County Officer	Association of Collegiate Schools of Planning Bulletin
American Institute of Architects Journal	Building Design
American Institute of Planners Journal	Building Design and Construction
American Institute of Planners Newsletter	Change Magazine, formerly Change In Higher Education
American School and University	Changing Education
American Society of Consulting Planners Newsletter	Community Development
American Society of Planning Officials - Planning Advisory Service	Community Development Society Journal
Architectural Forum	Community Planning Review/Revue Canadienne D'Urbanisme
Architectural Record	Council of Educational Facilities Planners Journal

Daedalus	Land-Use Controls Publication Service: Zoning Digest
Design and Environment	
Development Digest	Land Use Digest
Economic Geography	Long-Range Planning
Education Tomorrow	Nation's Cities
Ekistics	Nation's Schools
Environment	Notes on the Future of Education
Environment and Behavior	On Site 60 Greene Street New York, New York 10012
Footnotes to the Future Futuremics, Inc. 2850 Connecticut Ave., N.W. Washington, D.C. 20008	Planners Notebook
Forum for the Discussion of New Trends in Education	Planning, formerly ASPO Newsletter
Futures	Planning and Changing
Futures Conditional	Planning for Higher Education
The Futurist	Progressive Architecture
Housing and Planning References	Public Management
HUD Challenge	Public Works
HUD Trends	Research in Education
Human Settlements	Resources
Interchange	School and Community
Journal of Housing	School Management
Journal of Leisure Research	Search
Journal of Regional Science	Social Change
Journal of Urban Law	Town and Country Planning
Land Economics	Town Planning Institute Journal
Landscape	Town Planning Review
Landscape Architecture	Urban Affairs Quarterly
	Urban Data Service Report

Urban Education

Urban Land

Urban Review

Periodical Indexes

Applied Science and Technology Index

Art Index

Current Index to Journals in Education

Education Index

Engineering Index

International Index

New York Times Index

Population Index

PAIS (Public Affairs Information Service)

APPENDIX B - RELATED ORGANIZATIONS

Many publications are issued each year which do not appear in the commercial publishing trade. Often these publications are of an ephemeral nature, quickly going out of print and becoming unavailable for acquisition. Many of these works are published by professional associations and other organizations in limited quantities. Publications such as these have not been included in this bibliography because of their temporary nature. For this reason, the following list of organizations is provided as an aid in locating these fugitive publications.

One excellent source for this fugitive information is ERIC, the Educational Resources Information Center. ERIC is a nationwide system of 16 clearinghouses which collects educational information and then disseminates it throughout the United States. The documents collected by the clearinghouses are published in microfiche form by a central ERIC Clearinghouse in Washington, D.C. and listed in a monthly catalog, Research in Education. Many county and state departments of education as well as colleges and universities have ERIC collections and catalogs.

Local organizations such as city, county and state planning departments are good sources of information on a specific locality. State and county departments of education often have planning divisions which may publish documents in educational planning. Other sources to consider are university and college urban planning departments, regional education laboratories, and governmental agencies.

Many organizations publish journals, newsletters and bibliographies in addition to their monographs. The directories that follow may be of use in learning more about the organizations listed below:

Gale Research Company, Encyclopedia of Associations, 8th edition, 3 vols. Detroit, Michigan, 1973.

U.S. Office of Education, Education Directory, 1973: Education Associations. Washington, D.C., 1973.

World Index of Social Science Institutions. Paris, UNESCO, 1970.

By writing directly to the organization and requesting information and a publications list, it is possible to obtain the latest and most accurate information concerning the organization

ADVISORY COMMISSION ON INTERGOVERNMENTAL RELATIONS
726 Jackson Place
Washington, D.C. 20575

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1801 North Moore Street
Arlington, Virginia 22209

AMERICAN INSTITUTE OF ARCHITECTS
1735 New York Avenue, N.W.
Washington, D.C. 20006

AMERICAN INSTITUTE OF PLANNERS
917 15th Street, N.W.
Washington, D.C. 20006

AMERICAN SOCIETY FOR PUBLIC
ADMINISTRATION
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

AMERICAN SOCIETY OF CONSULTING
PLANNERS
1750 Old Meadow Road
McLean, Virginia 22101

AMERICAN SOCIETY OF LANDSCAPE
ARCHITECTS
1750 Old Meadow Road
McLean, Virginia 22101

AMERICAN SOCIETY OF MECHANICAL
ENGINEERS
345 East 47th Street
New York, New York 10017

AMERICAN SOCIETY OF PLANNING
OFFICIALS
1313 East 60th Street
Chicago, Illinois 60637

ASSOCIATION FOR CHILDHOOD
EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

ASSOCIATION FOR SUPERVISION AND
CURRICULUM DEVELOPMENT
Ohio State University
29 West Woodruff Avenue
Columbus, Ohio 43210

ASSOCIATION OF AMERICAN
GEOGRAPHERS
1710 16th Street, N.W.
Washington, D.C. 20009

ASSOCIATION OF COLLEGIATE SCHOOLS
OF ARCHITECTURE
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036

ASSOCIATION OF COLLEGIATE SCHOOLS
OF PLANNING
237 Arden Road
Pittsburgh, Pennsylvania 15216

ASSOCIATION OF UNIVERSITY
ARCHITECTS
Eastern Michigan University
Ypsilanti, Michigan 48197

BUILDING SYSTEMS INFORMATION
CLEARINGHOUSE/EDUCATIONAL
FACILITIES LABORATORIES
(BSIC/EFL)
3000 Sand Hill Road
Menlo Park, California 94025

CENTER FOR URBAN EDUCATION
105 Madison Avenue
New York, New York 10016

COUNCIL OF EDUCATIONAL FACILITY
PLANNERS
29 West Woodruff Avenue
Columbus, Ohio 43210

COUNCIL OF PLANNING LIBRARIANS
P.O. Box 229
Monticello, Illinois 61856

COUNCIL OF THE GREAT CITY SCHOOLS
1819 H Street, N.W., Suite 850
Washington, D.C. 20006

DESIGNING EDUCATION FOR THE
FUTURE
1362 Lincoln Street
Denver, Colorado 80203

EDUCATIONAL FACILITIES LABORATORIES
850 Third Avenue
New York, New York 10022

ERIC CLEARINGHOUSE ON EDUCATIONAL
MANAGEMENT
University of Oregon
Eugene, Oregon 97403

FUTURE INFORMATION NETWORK
c/o Michael Marien
World Institute
777 United Nations Plaza
New York, New York 10017

INSTITUTE FOR THE FUTURE
2725 Sand Hill Road
Menlo Park, California 94025

INSTITUTE OF PUBLIC ADMINISTRATION
55 West 44th Street
New York, New York 10021

INTERNATIONAL CITY MANAGEMENT
ASSOCIATION
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036

INTERNATIONAL INSTITUTE FOR EDUCA-
TIONAL PLANNING
UNESCO
7 rue Eugene-Delacroix
75 Paris, France

INTERNATIONAL SOCIETY OF
EDUCATIONAL PLANNERS
Mankato State College
Mankato, Minnesota 56001

METROPOLITAN TORONTO SCHOOL
BOARD STUDY OF EDUCATIONAL
FACILITIES
155 College Street
Toronto 2B, Canada

NATIONAL ASSOCIATION FOR
COMMUNITY DEVELOPMENT
1424 16th Street, N.W.
Washington, D.C. 20036

NATIONAL ASSOCIATION OF COUNTIES
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

NATIONAL ASSOCIATION OF COUNTY
PLANNING DIRECTORS
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

NATIONAL ASSOCIATION OF HOME
BUILDERS
1625 I. Street, N.W.
Washington, D.C. 20036

NATIONAL ASSOCIATION OF HOUSING
AND REDEVELOPMENT OFFICIALS
(NAHRO)
2600 Virginia Avenue, N.W.
Washington, D.C. 20037

NATIONAL ASSOCIATION OF HOUSING
COOPERATIVES
1828 I. Street, N.W., Suite 1100
Washington, D.C. 20036

NATIONAL ASSOCIATION OF REALTORS
155 East Superior
Chicago, Illinois 60611

NATIONAL ASSOCIATION OF SECONDARY
SCHOOL ADMINISTRATORS
1904 Association Drive
Reston, Virginia 22091

NATIONAL CENTER FOR EDUCATIONAL
STATISTICS
Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

NATIONAL COMMITTEE AGAINST
DISCRIMINATION IN HOUSING
1425 H Street, N.W.
Washington, D.C. 20005

NATIONAL EDUCATION ASSOCIATION
1201 16th Street, N.W.
Washington, D.C. 20036

NATIONAL HOUSING CONFERENCE
1250 Connecticut Avenue, N.W.
Washington, D.C. 20036

NATIONAL LEAGUE OF CITIES
1612 K Street, N.W.
Washington, D.C. 20006

NATIONAL MUNICIPAL LEAGUE
47 East 68th Street
New York, New York 10021

NATIONAL PLANNING ASSOCIATION
1606 New Hampshire Avenue, N.W.
Washington, D.C. 20009

NATIONAL SCHOOL SUPPLY AND EQUIP-
MENT ASSOCIATION
1500 Wilson Blvd., Suite 609
Arlington, Virginia 22209

NATIONAL SOCIETY FOR PROFESSIONAL
ENGINEERS
2029 K Street, N.W.
Washington, D.C. 20006

NATIONAL SOCIETY FOR THE STUDY
OF EDUCATION
5835 Kimbark Avenue
Chicago, Illinois 60637

NATIONAL URBAN COALITION
Formerly URBAN AMERICA, INC.
AND URBAN COALITION
2100 M Street, N.W.
Washington, D.C. 20037

ONTARIO INSTITUTE FOR STUDIES
IN EDUCATION
252 Bloor Street West
Toronto, Ontario, Canada

PLANNERS FOR EQUAL OPPORTUNITY
17 Murray Street
New York, New York 10007

REGIONAL PLAN ASSOCIATION
235 East 45th Street
New York, New York 10017

RESOURCES FOR THE FUTURE, INC.
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20036

SOCIETY FOR COLLEGE AND
UNIVERSITY PLANNING
c/o Columbia University
616 West 114th Street
New York, New York 10025

SPECIAL LIBRARIES ASSOCIATION
Planning, Building and Housing
Section of Social Science Division
235 Park Avenue, S.
New York, New York 10003

TOWN PLANNING INSTITUTE
26 Portland Place
London, W. 1, England

U.S. CONFERENCE OF MAYORS
1612 K Street, N.W.
Washington, D.C. 20006

URBAN INSTITUTE
2100 M Street, N.W.
Washington, D.C. 20036

URBAN LAND INSTITUTE
1200 18th Street, N.W.
Washington, D.C. 20036

WESTERN INTERSTATE COMMISSION
FOR HIGHER EDUCATION
P.O. Drawer P
Boulder, Colorado 80302

WORLD FUTURE SOCIETY
P.O. Box 30369
Bethesda Branch
Washington, D.C. 20036

APPENDIX C - REFERENCE LIBRARY SELECTION CRITERIA

Introduction

When selecting a book for inclusion in a library, many aspects of the work must be considered. This paper offers some basic criteria for use in the selection of materials to be included in a reference library for educational planning. Obviously, all of the criteria listed cannot be applied to each work considered. Rather, the list is meant to be the ideal and should serve to remind the evaluator of the variety of items to be remembered when examining a work.

1.0 Description1.1 Title

First, the evaluator must determine the identity of the work. Is the title clearly stated and do the titles, as given on the cover, title page and spine, agree with one another?

1.2 Author

The author must be identified. Is the author's full name given? Is there a co-author? Are contributors listed? Is it a corporate author, society, agency or company?

1.3 Publisher

The publisher should be given on the title page along with the place of publication.

1.4 Date

The date of printing and/or copyright date should be given on the title page or its verso (back).

2.0 Purpose

The purpose of the work should be determined to see if it will fit into the library's collection. It should be mentioned that every library should have clearly stated and well thought out goals and objectives. It is then a simple matter to decide if a particular book is appropriate for its collection.

2.1 Title

The purpose can often be learned from the title. The title can, however, be misleading and ambiguous.

2.2 Introduction

It is, therefore, better to read the introduction to the work since here the author usually states exactly what he wished to accomplish and how he intends to go about it.

2.3 Table of Contents

The Table of contents is the best indication of what is in the work. Once the contents of the book are known, it is possible to ascertain the purpose for creating the work.

3.0 Authority

3.1 Author's Reputation

When checking the authority of a work, one of the basic considerations is given to the author and his reputation. If the author is well known in the field and has a good reputation, it can often be assumed that the work is well done. Many works, however, are by authors whose names are not familiar to the librarian and qualifications must, therefore, be checked. Other works, degrees received, membership in organizations, experience in the field and positions held--all can lead to a preliminary evaluation of the author's competence. Twentieth Century Authors or periodical indexes provide an excellent means of becoming familiar with an author and his background and works.

3.2 Publisher's Reputation

Another indication of the quality of a work is the reputation of the publisher. Many publishers are well known for the quality and accuracy of their works. It should be noted, however, the publishing companies are in business to make money and may sometimes issue a substandard work based solely on the profit motive. Moreover, the management of a firm may change and with it, its policy and quality.

3.3 Librarian's Knowledge

Often the evaluator must rely on his or her own knowledge of the field in order to judge the authority behind the work.

3.4 Reviews

When the author, publisher or subject field is unfamiliar to the evaluator, he or she must rely on the evaluation of others. Reviews and evaluations which include a description of the tests applied to the work and the result of these tests are helpful in determining the usefulness of the work. When using another's evaluation, however, that person's position must be taken into account. Is the evaluating agency well known? Is the evaluator independent or does he or she receive a salary from a publisher?

3.5 Publisher's Ads

Blurbs about the book or author written in advertising and on the book jacket may provide a general overview of the book and its purpose, but they are by no means an accurate way of evaluating the work. These blurbs are written to help sell the work and should be viewed as biased.

3.6 Sources Used

A check of references, footnotes and bibliographies will reveal the sources used in writing the book as well as whether the author relied on secondary or primary source material. If the work is a collective endeavor, the separate articles should be signed by their authors.

4.0 Scope

Identifying the scope of the work enables the evaluator to determine its potential uses and to decide whether it will be an addition to, or an unnecessary duplication of, the library's existing sources.

4.1 Overview of Scope

To determine the scope of the work, the evaluator should check such items as the title, table of contents and introduction. If the preceding do not offer an adequate idea of what is contained within the work, its indexes should be checked for the subjects cited, the amount of citations and the types of citations.

4.2 How Material is Gathered

Normally, the introduction explains how the information was gathered. Is the work based on personal experiences or opinion or is it based on research? If the contents were solicited, who was asked to reply? How were contributors chosen? On what basis did the author include items? What tests or checks were made on the contents? Were facts verified and how was this accomplished?

4.3 Limitations

While claiming to be comprehensive, a work may be limited in a number of ways, many of them not explicitly stated.

4.3.1 Geographic

Geographic limitations are common. Many works which claim to be international are in reality directed exclusively to the western hemisphere. This egocentrism is also evidenced by language limitations.

4.3.2 Chronologic

In many instances, chronologic limitations are stated in the title and are obvious from the start. Occasionally, however, the true limitations of a work are obfuscated.

4.3.3 Subject

Some subjects may receive an undue amount of consideration while others of equal importance, are neglected. Too often works will claim to be comprehensive, but upon close examination will be found to be deficient.

4.3.4 Format

Many bibliographies on a certain subject contain only printed materials or only books themselves. Are any audio-visual or other nonprint format materials included?

4.4 Adequate Coverage

Does the work occupy a unique place in its field? Does it have more or less material than others in this subject area? Is it better arranged than others? Are its limitations excessive or does it include too much information?

4.5 Independent or Supplemental

Can the work be used alone? Is it a complete unit or does it need supplemental material to be adequately used? Works that cannot stand by themselves should be examined along with their supplemental parts.

4.6 Uniqueness

Is the work unique to the library's collection? Does it duplicate existing materials in the collection or does it contain fresh, new information?

4.7 Edition

Is the work a recent edition or revision of an earlier work? If the title page states it was printed in 1974 and the copyright is 1968, it is most likely a reprinting and nothing has been changed. If the text has been revised or updated, it should have a new copyright date. Some publishers reprint outdated texts and government documents with new covers and a new printing date, but with the contents either useless or available from another source at a far less expensive price.

If the work is a new edition or revision, it should be compared to the older editions to evaluate the extent of the revisions. The references and bibliographies should be examined to see if new materials have been included.

4.8 Timeliness

Timeliness is of great importance in many reference works. There is normally a six-month to two-year delay from the time a manuscript is written until the book is actually printed. Rather than relying on a copyright date, the evaluator should check references and bibliographies in the work for publication dates in citations. If a work is copyrighted in 1973, but includes references that are dated to 1969, one can infer that the work was actually completed in 1970 or 1969.

4.9 Publication Pattern

A regular pattern of publication and revision is critical to the usefulness of a work. Items need to be updated through some means such as supplements, cumulations or new editions. How often is the work updated? Is it quarterly, annually or every decade?

4.10 Entries

The scope of comparable entries should be consistent. All entries should contain the same kind of information, if available.

4.11 Does Scope Agree With Purpose?

Finally, the scope, as defined above, should be compared to the author's stated purpose to determine if the two agree. An author may try to achieve a certain goal in his work, but be deficient.

5.0 Treatment

5.1 Bias

Since all authors and editors bring their personal views and experiences to bear on the subject, bias, at least to some degree, is evident in all works. Even in the choice of a subject, the author shows his or her interests and preferences. Bias takes many forms. There is bias by inclusion and exclusion, bias by the amount of space and material devoted to subjects, and bias even by deliberate mistakes in facts. While some interpretations and shading are to be expected, a work should be for the main part objective and should present all sides of an issue, especially a controversial one.

5.2 Expertise

In choosing a work for a reference library, the work's level of expertise should be determined. One means of checking the level of a work's expertise is for the evaluator to read an article in a familiar subject area and then one in an unknown area. If both are clear, understandable and free of jargon, the book is appropriate for the general public. If, on the other hand, the prose is filled with technical terms and is difficult to understand, only an expert in the field may find it valuable.

5.3 Style

A work's style and diction are important considerations in determining its usefulness in a reference library. If the work is clearly written, if it is not pompous, ambiguous, confusing or patronizing, it will be better received.

6.0 Format

Format is the internal organization of a work and thus directly related to the usefulness of its contents.

6.1 Arrangement

Arrangement of material in most reference works follows one or a combination of several patterns listed below. In any work, the arrangement should be thoroughly explained, understandable, easy to use, consistent and logical.

6.1.1 Alphabetical

Alphabetical arrangement is the most common and one of the easiest arrangements.

6.1.2 Numerical

Numerical arrangement is sometimes used along with appropriate indexes. Within the numerical arrangement is the decimal arrangement, in which general subjects are given numbers with the subheadings appearing as decimal fractions of the main heading. Decimal arrangement allows for expansion or deletion within a subject area without affecting other subject numbers.

6.1.3 Classed

Classified arrangements are based on some type of subject classification. These schemes assign a code to a subject, the code being either numerical, alphabetical or a combination of both. In any classified arrangement, the scheme itself should be clearly explained and indexes should be provided for accessibility by other means.

6.1.4 Subject

Subject arrangements group disciplines together. This type of arrangement also needs adequate explanation so the reader will know how groups of subjects were formed and which is in which group.

6.1.5 Chronological

Chronological arrangement appears in historical works and yearbooks and often in a chronology which may appear as an appendix to another work.

6.1.6 Geographic

Geographic arrangement is most often used in atlases and gazettes, but other works may also be arranged by place.

6.2 Rules of Organization

The rules which were used to arrange items in a work should be explained.

6.3 Special Features

Most reference materials will contain several special features designed to enhance their value and make them easier to use.

6.3.1 Index

The most valuable part of any reference work, aside from the information contained, is the index. An index, or several of them, brings out buried pieces of information and make them accessible. Indexes can be by subject, author, title, form of work, or almost any other identifiable characteristic of the contents. Good indexes contain an adequate number of citations to cover the contents. One means of evaluating an index is to scan the contents for peoples' names, events and subjects and then to note if they are mentioned in the index.

The index should contain cross references to direct readers to other headings for additional information or from an empty heading without any items to one which has an entry. Words without indexes should have cross references to the other means of locating information.

6.3.2 Bibliographies

Bibliographies are often included in a work for the reader who desires information beyond that which is offered in the work. Bibliographies should have a standard form for their entries and should be consistent throughout. Enough information should be given to adequately identify the item. A minimum of the author or editor of the work, the title, edition, place of publication, publisher and date of publication should be included. Other information such as the title of a series, which the work is a part of, and the number of the work in the series should be included. Any additional information in the entry should be indicated.

Bibliographies should be correct and as current as possible. In a revised work, out of print and out-dated works should be removed from the bibliography and new items added.

6.3.3 Footnotes and References

References should be complete and consistent throughout the work and follow some standard form. Explanatory notes should do just that--they should explain in short, concise sentences.

6.3.4 Illustrations

Diagrams, maps, photographs and other illustrations should help the reader better understand the text. Illustrations should be close to the text in which they are mentioned and should agree with the contents of the text. They should be clear, accurate and up to date.

6.4 Paging

Paging should follow a logical sequence; it should be easy to follow, and it should agree with the table of contents and index.

6.5 Editing

Any work should be free of errors in spelling, punctuation and grammar.

6.6 Layout

Page layout should be pleasing and easy to follow. Margins should be broad enough to allow for rebinding, and spacing within the work should keep the text from becoming cluttered or appearing too sparse.

6.7 Abbreviations and Symbols

Any items of the text which may not be known to the general public, such as abbreviations and symbols, should be adequately explained. Difficult or unusual terms should be defined in a glossary or in the notes.

7.0 External Characteristics

In most cases, content alone will determine whether or not a work will be purchased, but extreme deficiencies in the physical composition of a work may discourage its purchase.

7.1 Type

Type that is difficult to read because of size or style could render a work almost useless.

7.2 Size

A work should be neither too large nor too small. When considering purchase of works in unusual sizes, the evaluator must consider storage availability.

7.3 Paper

The paper used in a reference work should be of good quality, weight and durability. Poor quality paper limits the life of a work and detracts from its usefulness.

7.4 Binding

There are many kinds of binding used today. Binding of reference works should be evaluated for durability and flexibility. Books should be bound so that they lie flat for better use.

8.0 Maps

A reference collection in the field of educational planning should have maps of cities, states and regions.

8.1 Scope

The scope of a map relates to its contents and purpose. There are two types of maps--general and thematic. A general map shows either the physical or political geography of an area or a combination of both. Thematic maps serve some special purpose, such as indicating population density or chief crops of an area.

8.2 Authorship

Maps are expensive to create. Cartography and survey work as well as quality printing are so expensive that only a few firms produce most of the maps in use today. Large companies with an established reputation can be depended on to continue publishing good quality maps. If the maps are created by an unknown publisher, its reputation should be checked and other of its works should be evaluated.

8.3 Timeliness

Maps reflect the physical and political conditions of a world caught up in constant change. For this reason, maps must be continually updated if they are to remain useful. Political boundaries and names of places are the most often changed pieces of information on a map. It is necessary to check the date of each map purchased since many atlases may be published with a cover date that is several years later than the most recent map in the collection.

8.4 Content

8.4.1 Scale

The scale of a map indicates the relation between the map and the area it represents. A bar scale is a bar given on the map, usually in inches or centimeters, which shows the corresponding distance in miles or kilometers indicated. A natural scale indicates the relation of map to reality in a fraction, usually indicated as 1:1,000,000 or one million.

8.4.2 Color

Color is used on maps to relate different classes of data or to show distinctions between details. Color should be subtle, varied and should add to the informative nature of the map.

8.4.3 Symbols

Explanations for all symbols used are necessary for effective use of the map. Most symbols are standardized within a country but maps from foreign countries may employ unfamiliar symbols. Thus, all symbols need explanation.

8.4.4 Projection

Various projections distort distances in different ways. To interpret a particular map accurately, the type of projection used needs to be stated.

8.4.5 Grid System

Longitude and latitude effectively locate places on a map, but the exact location in longitude and latitude is difficult to remember. Therefore, many maps have grid patterns with letters and numbers assigned to squares for easy location of items. Grid systems should serve to simplify their use, not confuse the user.

8.4.6 Type

Type should be easy to read, clear and not obscured by physical features of the map.

8.4.7 Margins

The margins of a map contain basic information which is important and necessary for using the map. The kinds of information that should be found in the margins are: scale (both bar and natural), projection, symbols and color significance, if employed.

8.5 Size

The size of a map should be considered for both use and storage. In a small library, space for use and for storage may be lacking and smaller maps or an atlas may be the answer.

9.0 Nonprint Materials

Some of the selection criteria previously discussed, such as content, bias, scope and authority, can and should be applied to nonprint material.

9.1 Medium Used

The first question that should be asked when choosing a form of nonprint media is, "Is this the best medium for the job?" The limits and the advantages of each form should be thoroughly considered.

9.2 Cost

Nonprint media must be carefully evaluated because, unlike printed items, nonprint media is dependent on some form of equipment for its use.

9.3 Convenience-Arrangement

Because they are dependent on equipment, nonprint items are not as portable as books; they depend on batteries or outlets and they cannot be skimmed or flipped through like a book. This makes their arrangement crucial. Nonprint media must be logical, sequential and without extraneous material.

9.4 Technical Quality

Quality in the technical aspects of tone, intelligibility, color, sound level and visual clarity must be evaluated.

10.0 Periodicals

There are two basic types of periodicals: scholarly journals published by professional and scientific organizations, and commercial magazines. Most periodicals in a reference collection have two main purposes: to give the most up-to-the-minute information in the field and to lead to further research. Books face a time lag of six months to two years in publication while periodicals are only a few days to six months behind the times.

10.1 Citations

When a periodical is to be used for leads to further research, the references given for its articles should be examined. The references should be complete, timely and preferably from primary sources of information; that is, articles or books on the subject at hand, not just surveys or anthologies of the literature on the subject.

10.2 Indexes

If periodicals are indexed, they are more likely to be used. The evaluator may even wish to start his or her own index of articles should the periodical warrant it.

AUTHOR/INSTITUTION INDEX

- Aaron, David - 267*
 Academy for Educational Development - 213
 Adams, Don - 214, 394
 Advisory Commission on Inter-governmental Relations - 368
 Alameda County School Department - 482, 483
 Alioto, Robert F. - 514
 Allen, Dwight W. - 150
 Allensworth, Don T. - 637
 Altshuler, Alan A. - 59
 American Association of Junior Colleges - 119
 American Association of School Administrators - 1, 2, 3, 142, 143, 183, 215, 268, 269, 270, 271, 537, 541
 American Association of State Colleges and Universities - 45
 American Conservation Association - 275
 American Educational Research Association - 163
 American Federation of Teachers - 272, 273, 274
 American Society of Landscape Architects Foundation - 275
 American Society of Planning Officials - 60, 61, 438, 564, 630, 641
 Anderson, C.A. - 216
 Anderson, Robert H. - 46
 Anderson, Stanford - 62
 Andrew, Gary M. - 484
 Anshen, Ruth N. - 170
 Archibald, Russell D. - 4
 Arensberg, Conrad M. - 558
 Armitage, Peter - 485
 Ash, Maurice - 63
 Association for Childhood Education International - 363
 Association for Supervision and Curriculum Development - 144, 181, 198
 Association of School Business Officials - 362
 Babcock, Richard F. - 631
 Bacon, Edmund N. - 64
 Bailey, Stephen Kamp - 145
 Banathy, B.H. - 146
 Banfield, Edward C. - 112
 Banghard, Frank W. - 217, 522
 Banton, Michael - 559
 Bareither, Harlan D. - 444
 Barr, W. Monfort - 369
 Bartholomew, R. - 276, 294, 295
 Battersby, Albert - 486
 Bauer, Raymond A. - 560
 Beeby, C.E. - 5, 218
 Beitz, Charles - 395
 Bell, Gwendolyn D. - 611
 Bellush, Jewell - 65
 Bendix, Reinhard - 561
 Bengtsson, Arvid - 277
 Benne, Kenneth D. - 48
 Bennis, Warren G. - 47, 48
 Bereby, G.Z.F. - 219
 Berry, Brian J. - 66, 67
 Beshoar, Barron B. - 411
 Bestor, George Clinton - 68
 Beyer, Glenn - 462
 Biddle, Leureide J. - 538
 Biddle, William W. - 538
 Birely, Derek - 220
 Bish, Robert L. - 370
 Bliss, Sam E. - 515
 Bloomberg, Warner, Jr. - 121, 539, 562
 Blumenfeld, Hans - 126
 Boles, Harold W. - 278
 Bolton, Charles K. - 543
 Branch, Melville C. - 69, 70, 71, 72, 607
 Breese, Gerald - 73
 Bremer, John - 49
 Bresler, Jack B. - 563
 Brett, Lionel - 27
 Brickell, Henry M. - 32
 Brickman, William H. - 147
 Brieve, Fred J. - 221
 Brooks, Gary D. - 149
 Brooks, Michael P. - 564
 Brown, L.M. - 209
 Brubaker, William C. - 359
 Buckley, Walter - 523
 Burgess, Ernest W. - 565
 Burnham, Brian - 148
 Burns, Richard W. - 149
 Burt, Eleanor - 440

* Item entry numbers for the foregoing bibliography.

- Bush, Robert N. - 150
 Bushnell, David S. - 524
 Butler, George D. - 279
 Butz, William P. - 534
- Cahill, Robert S. - 540
 Caldwell, Michael S. - 487
 California Department of Education - 280, 282, 222, 281
 California State Committee on Public Education - 396
 Calsat, J.H. - 439
 Campbell, Clyde M. - 151
 Campbell, Jay J. - 33
 Campbell, Roald F. - 6, 7, 223
 Campbell, Robert D. - 488
 Campbell, W.J. - 283
 Candoli, I. Carl - 40
 Canty, Donald - 74
 Capson, A. Maurice - 643
 Carlson, Richard O. - 50
 Carnoy, Martin - 152
 Carpenter, Polly - 153
 Carrell, Jephtha J. - 541
 Castaldi, Basil - 285
 Catanese, Anthony James - 489
 Center for Advance Study of Educational Administration - 15, 50, 493, 517
 Center for New Schools - 286
 Center for Urban Education - 367
 Center for Vocational and Technical Education - 205
 Chadwick, George - 525
 Chai, Hon-Chan - 566
 Chapin, F. Stuart, Jr. - 75, 632
 Chau, Ta Ngoc - 589
 Cheney, E.M. - 224
 Chermayeff, Serge - 28
 Cherry, G.E. - 567
 Chesswas, J.D. - 392
 Chin, Robert - 48
 Claire, William H. - 76
 Clevel, Pierre - 77
 Clawson, Marion - 633
 Coates, Gary J. - 287
 Cockburn, Cynthia - 78
 Cole, Henry P. - 154
 Coleman, Peter - 225
 Conant, James B. - 568
 Conference on Economic Progress - 155
 Conner, Forrest E. - 143
 Conrad, M.J. - 288
- Cook, Desmond L. - 516
 Cook, Peter - 29
 Cook, Robert C. - 535
 Coombs, P.H. - 226, 526
 Coons, John E. - 569
 Corey, Kenneth E. - 543
 Correa, Hector - 490
 Corrigan, R.E. - 34, 528
 Council of Educational Facility Planners - 261, 289, 290, 291, 292, 293, 359, 360, 361, 366, 457, 648
 Council of Planning Librarians - 79, 80, 81, 227, 294, 295, 296, 397, 440, 441, 442, 445, 446, 447, 463, 491, 492, 542, 543, 612
 Council of the Great Cities Program - 297
 Crane, Jacob L. - 82
 Creighton, Roger L. - 608
 Cremin, Lawrence A. - 156, 157
 Cronbach, Lee J. - 158
 Cross, Kathryn Patricia - 159
 Cruise, Keith L. - 35
 Culver, Carmen M. - 51
 Cunningham, Luvern L. - 8
 Curle, Adam - 228, 229
- Damerell, Reginald D. - 36
 Dave, R.H. - 160
 Davies, Don - 544
 Davis, Frederick B. - 161
 Deacon, R.L., Jr. - 72
 Dean, Gary - 397
 DeChiara, Joseph - 83
 Dexter, Arthur T. - 644
 Dobbins, Charles G. - 448
 Dochterman, Clifford L. - 411
 Downs, Anthony - 613
 Doxiadis, Constantinos A. - 84
 Dror, Yehezkel - 9
 Ducharme, David J. - 533
 Duhl, Leonard J. - 85
- Edel, Matthew - 371
 Educational Facilities Laboratories - 275, 298-342, 372, 373, 475, 649
 Educational Policy Research Center - 398, 417, 418, 437, 552, 570
 Educational Service Bureau, Inc. - 527

- Eidell, T.L. - 517
 Elam, Stanley - 399
 Eldredge, H. Wentworth - 86
 El-Ghannam, Mohamed A. - 545
 Ellena, William J. - 143
 Ellis, William Russell, Jr. - 624
 Emmerij, Louis - 571
 Engelhardt, Nickolaus L. - 343
 Engstrom, Yvonne - 555
 Erber, Ernest - 87
 Eurich, Alvin - 400
 Evans, John A. - 493
 Evans, Hazel - 476
 Ewald, William R. - 401, 402, 403
 Ewing, David W. - 88, 89
 Eye, Glen G. - 10
- Fagin, Henry - 90, 122
 Faludi, Andreas - 91
 Fantini, Mario D. - 546, 614, 615
 Farrah, Morton - 109
 Faure, Edgar - 162
 Finsterbach, Fred C. - 646
 Firey, Walter - 472
 Forrester, Jay W. - 92
 Forsberg, James S. - 474
 Fox, Karl A. - 374
 French, William Cole - 11
 Freund, Eric C. - 100
 Frey, Frederick W. - 52
 Frieden, Bernard J. - 93
 Friedmann, John - 94
 Frymier, Jack R. - 344
 Furse, Bernarr S. - 230
- Gabor, Dennis - 404
 Gage, N.L. - 163
 Gans, Herbert J. - 95, 96, 97, 572
 Gartner, Alan - 164
 Gass, J.R. - 231
 Gilbert, Charles E. - 98
 Gittell, Marylyn - 616
 Glaab, Charles N. - 99
 Glazer, Nathan - 573
 Golany, Gideon - 477
 Goldring, Patrick - 574
 Goldstein, Harold - 494
 Goodlad, John I. - 165, 189, 405, 495
 Goodman, Paul - 575
 Goodman, Percival - 575
 Goodman, William I. - 100
 Gorton, Richard A. - 12
- Graham, Grace - 547
 Great Plains School District
 Organic Lion Project - 255
 Greenfield, T.B. - 232
 Greer, Scott - 101
 Grieder, Calvin - 13
 Grier, Eunice - 464
 Grier, George - 464
 Griffiths, V.L. - 233, 234
 Gross, Ronald - 166
 Gruen, Claude - 465
 Gruen, Nina Jaffe - 465
 Gruen, Victor - 102
 Guggenheim, Corinne L. - 406
 Guggenheim, Fred - 406
- Haar, Charles M. - 634, 635
 Hadden, Jeffrey K. - 622
 Haggerty, Thomas M. - 442
 Hall, John - 550
 Hallack, J. - 375
 Harbison, Frederick Harris - 14
 Harsh, J.R. - 210
 Hartley, Harry J. - 518
 Hartman, Robert W. - 386
 Hausknecht, Murray - 65
 Havelock, R. - 167
 Havishurst, Robert J. - 235
 Hawkins, Harold L. - 345
 Haworth, Lawrence - 103
 Helick, R. Martin - 346
 Heller, Alfred - 407
 Hemphill, John K. - 15
 Hencley, Stephen P. - 408, 540
 Henning, Dale A. - 107
 Herriott, Robert E. - 168
 Hickrod, G. Alan - 376
 Hillson, Maurie - 16, 17
 Hirsch, Katrina de - 169
 Hirsch, Werner Z. - 409
 Hoban, Gary J. - 51
 Hodge, Patricia L. - 536
 Hodgkins, Benjamin - 168
 Holleb, Doris B. - 590
 Hostrop, Richard W. - 410
 Houle, Cyril Orvin - 347
 Huberman, A.M. - 53
 Hudson, Barclay - 94
 Hussain, Khateeb M. - 236
- Illich, Ivan - 170
 Improving State Leadership in
 Education Project - 18, 33, 35,
 37, 38, 41, 43, 171, 172, 237,
 238, 239, 243, 411, 515, 576, 617

Inglerood Unified School District - 224

International City Manager's Association - 100, 104, 478, 548

International Federation for Housing and Town Planning - 443

International Institute for Educational Planning - 5, 14, 39, 216, 218, 226, 228, 229, 231, 233, 240, 241, 242, 253, 258, 259, 348, 375, 392, 393, 545, 589

Isard, Walter - 496

Jackson, Joe L. - 173

Jacobs, Jane - 105

Jacoby, E.G. - 591

Jeffe, Abram J. - 592

Jallade, Jean-Pierre - 497

Janowitz, Morris - 618

Jencks, Charles - 30

Jencks, Christopher - 577

Jennings, Robert E. - 243

Jesser, David L. - 424, 425, 426, 427

Jones, Holwa' - 68

Jones, Howard - 174

Jones, Robert S. - 296

Jordon, K. Forbis - 13

Jordon, Paul L. - 534

Joyce, Bruce - 175

Jungherr, J.A. - 514

Kahn, Alfred J. - 578

Kahn, Herman - 412

Kain, John F. - 619

Karwin, Thomas J. - 349

Kast, Fremont E. - 19

Katzman, Martin - 377

Kaufman, R.A. - 210, 498, 528, 244

Kazarian, Edward N. - 205

Keppel, Francis - 176

Kerensky, Vasil M. - 413

Keyserling, Leon H. - 155

Kimball, S.T. - 558

King, A.J.C. - 177, 178

King, Jean M. - 179

Kirst, Michael - 549

Kleinmann, Jack H. - 23

Knobbe, Mary L. - 441

Knoell, Dorothy M. - 450

Knorr, Owen A. - 451

Kohl, Herbert - 180

Koppelman, Lee - 83

Kraft, Richard H.P. - 499

Kristof, Frank S. - 466

Kratz, Robert Norman - 227

Kruekeberg, Donald A. - 500

Krug, Mark M. - 414

Ladd, Everett C., Jr. - 579

Landes, Jack Lyle - 350

Lang, Jon T. - 458

League of Women Voters of the U.S. - 106

Le Breton, Preston P. - 107

Le Blanc, Hugh C. - 488

Lee, Colin - 501

Leeper, Robert R. - 181

Lefcoe, George - 636

Lehrer, Stanley - 147

Lessel, Janice - 441

Lessinger, Leon M. - 182, 529

Leu, Donald J. - 40, 351, 415

Levin, Betsy - 378

Levin, Melvin R. - 108, 620

Levine, Donald J. - 519

Lieberman, Myron - 416

Lindbloom, Carl G. - 109

Linowes, R. Robert - 637

Lipham, J.M. - 211

Lippitt, Ronald - 54

Lipset, S.M. - 561

Listokin, David - 379

Loughary, John W. - 502

Lubove, Roy - 638

Ludka, Arthur P. - 41

Lynch, Kevin - 352

McBride, Wilma - 188

McCloskey, Gordon - 183

McIntyre, Charles - 450

McLain, John D. - 184

McLoughlin, J. Brian - 110

McMurrin, Sterling M. - 621

McNeice, William C. - 646

Mager, Robert F. - 185

Manning, Duane - 186

Marien, Michael - 417, 418, 419

Markus, Marvin - 467

Marland, Sidney P. - 206

Masotti, Louis H. - 622

Mayer, Albert - 111

Meckley, Richard F. - 647

Meeker, Robert J. - 623

Melby, Ernest O. - 413

Meltsner, Arnold J. - 380

Meltzer, Jack - 67

- Meyerson, Martin - 112
 Michael, Donald N. - 113
 Midwest Research Institute -
 452, 453, 454, 455, 456
 Miklos, E. - 245
 Miles, Matthew B. - 55
 Miller, Richard I. - 56
 Miller, Van - 20
 Milner, J.B. - 473
 Milwaukee Public Schools - 42
 Moore, Harold - 420
 Moore, Hollis A., Jr. - 3
 Moore, Wilbert E. - 582
 Morisseau, James J. - 353
 Morphet, Edgar L. - 43, 421-427
 Moynihan, Daniel P. - 573
 Mumford, Lewis - 114, 470
 Murphy, Judith - 166, 187

 National Association for the
 Education of Young
 Children - 354
 National Commission Against
 Discrimination in Housing - 468
 National Commission on Urban
 Problems - 115, 466, 630, 639
 National Committee for Support
 of the Public Schools - 382
 National Education Association -
 57, 188, 200, 429, 520, 587,
 593-596
 National Society for the Study
 of Education - 189, 235
 Neenan, William B. - 381
 Nerden, Joseph T. - 648
 Nevitt, Adela Adam - 469
 New Jersey Department of
 Education - 645
 New Towns Research Seminar,
 University of North
 Carolina - 479
 Nicholls, Leland L. - 296
 Niebanck, Paul L. - 116
 Noble, Jack - 641
 Northwest Regional Educational
 Laboratory - 260
 Norton, John K. - 382
 Notestein, James Edison - 447

 Oddie, Guy - 355
 Ontario Institute for Studies
 in Education - 177, 178, 232,
 262, 390, 509, 533
 Operation PEP - 34

 Oregon Department of Education -
 284
 Organization for Economic
 Cooperation and Development -
 190, 191, 212, 246-250, 355,
 356, 497, 503-505, 521, 530,
 580, 597
 Orleans, Peter - 624

 Parker, Floyd G. - 291, 457
 Parnes, H.S. - 212
 Parsons, Kermit Carlyle - 458
 Passow, A. Harry - 625, 626, 627
 Peng, George T.C. - 480
 Perkinson, Henry J. - 251
 Perloff, Harvey S. - 117,
 383, 481
 Peterson, Alexander D. - 428
 Peterson, George E. - 384
 Pfeiffer, John - 531
 Pharis, William L. - 429
 Phi Delta Kappa - 432, 461
 Pickett, William L. - 455
 Piele, P.K. - 430, 474, 550
 Pierce, Truman M. - 13
 Plath, Karl A. - 192
 Platt, William James - 253
 Playground Corporation of
 America - 357
 Poignant, R. - 254
 Pressat, Roland - 506
 Purdy, Ralph D. - 255

 Rabinovitz, Francine F. - 118
 Rand Corporation - 153, 519, 534
 Rappaport, Donald - 524
 Reagan, Gerald - 394
 Reed, Bob - 119
 Reed, Henry Hope - 129
 Regional Plan Association - 551
 Reischauer, D. - 386
 Reischauer, Edwin O. - 431
 Resources for the Future - 481
 Richardson, Harry W. - 387
 Richmond, William Kenneth - 256
 Rist, Ray C. - 257
 Ritter, Paul - 609
 Robbins, Jerry H. - 21
 Roberts, Dennis II - 22
 Robinson, Ira M. - 120
 Rogers, D. - 388
 Romano, Louis G. - 193
 Rosenzweig, James E. - 19
 Rossman, Michael - 194

- Rothenberg, Jerome - 371
 Rowley, C.D. - 258
 Ruchlin, H. - 388
 Rudolph, Nancy - 358
 Rudwick, Bernard H. - 532
 Ruscoe, G.C. - 259
 Rusk, Bruce - 195
 Ryan, Charles O. - 421, 422, 423

 Sabulao, Cesar M. - 376
 Sacks, Seymour - 389
 Sandberg, John - 260
 Sanders, Irwin T. - 581
 Sandow, Stuart A. - 552
 Saxe, Richard W. - 196
 Saylor, J. Galen - 197, 198
 Schiffman, Irving - 642
 Schillinger, Harlan P. - 444
 Schmandt, Henry J. - 121, 562
 Schmertz, Mildred F. - 459
 Schnore, Leo F. - 122
 Schramm, Wilbur - 199
 Scott, J. Glenn - 533
 Scott, Louis G. - 644
 Scott, Mel - 123
 Shane, Harold - 432
 Shank, Alan - 620
 Sheldon, Eleanor Bernert - 582
 Shore, William B. - 551
 Short, James F. - 583
 Silvers, Arthur L. - 500
 Smith, G. Kerry - 460
 Smith, Herbert H. - 553
 Smith, Linn - 361
 Smith, Max S. - 291
 Smith, Robert D. - 507
 Snell, Joel C. - 397
 Soil Conservation Society of
 America - 640
 Somner, Robert - 124
 Spatt, Beverly Moss - 125
 Spiegel, Hans B.C. - 554
 Spiwak, H.J. - 443
 Spreiregen, Paul D. - 126, 31
 Staley, Edwin J. - 200
 Stanford Research Institute - 512
 Starr, Roger - 127
 Stein, Clarence S. - 470
 Steiss, Alan Walter - 489
 Sternlieb, George - 471
 Stewart, Charles L. - 633
 Stinnet, T.M. - 23
 Strevell, Wallace H. - 362
 Strom, Robert D. - 201

 Sumption, Merle - 350, 555
 Sunderlin, Sylvia - 363
 Suppes, Patrick - 158
 Suttles, Gerald D. - 584
 Swanson, Gordon I. - 399
 Sydler, J.P. - 439

 Tanner, C. Kenneth - 508
 Tarapata, Peter - 360
 Theodores, James L. - 261
 Thomas, J.A. - 24
 Thrasher, James M. - 364
 Toffler, Alvin - 433, 434, 628
 Torrance, E. Paul - 201
 Tracz, G.S. - 262, 509, 390
 Trull, Albert Jr. - 217
 Tulare County Department of
 Education - 34
 Tunnard, Christopher - 129
 Turner, Harold E. - 25

 Umans, Shelley - 202
 UNESCO - 263, 264
 U.S. Bureau of the Census -
 598-603
 U.S. Commission on Civil
 Rights - 365, 391, 585
 U.S. Department of Housing and
 Urban Development - 130, 131,
 132
 U.S. Office of Education - 435,
 516, 586, 592, 604-606
 University of Kentucky - 252
 Unruh, Adolph - 25
 Unwin, Sir Raymond - 133
 Urban Institute - 384

 Vaizey, John Ernest - 392
 Valley, John R. - 159
 Van Til, William - 436
 Verma, Nakul S. - 480
 Villoria, Richard L. - 4
 Vincent, William S. - 203
 Von Haden, Herbert I. - 179, 204

 Wahlquist, John T. - 461
 Walsh, Annmarie H. - 556
 Ward, Darrell, L. - 2-5
 Ware, Martha L. - 23
 Warner, Sam Bass, Jr. - 134
 Warren, E. Kirby - 135
 Washburn, Michael - 395
 Washburne, C. - 206
 Watson, Goodwin - 57, 587

Weaver, Robert C. - 136
 Webster, Maureen M. - 265
 Weiler, Daniel M. - 623
 Weinberg, Robert C. - 90
 Weinstein, Gerald - 615
 Werdelin, Ingvar - 510
 Western Interstate Commission
 for Higher Education - 451
 Wetzler, Lanore A. - 10
 Wheelwright, Steven C. - 511
 White, Brenda - 137
 Whittick, Arnold - 138
 Widdall, Kenneth R. - 366
 Wiener, Anthony J. - 412
 Wilkerson, William R. - 369
 Wilkinson, Doreen H. - 207
 Williams, Charles - 512
 Williams, Richard C. - 26
 Williams, Sterling B., Jr. - 21
 Wilson, Alan Geoffrey - 513
 Wingo, Lowden, Jr. - 139
 Wirt, Frederick M. - 557
 Wolf, Peter - 140
 Wolfe, M.R. - 141
 Wolff, Max - 367
 Woodhall, Maureen - 393
 Woodruff, Alan P. - 649
 Worth, Walter H. - 266
 Wright, Lyle O. - 230

 Yates, Alfred - 58
 Yates, James P. - 408
 Yessian, Mark R. - 116
 Young Great Society Building
 Foundation - 208
 Young, Milton A. - 614

 Ziegler, Warren L. - 419, 437
 Zimmer, Basil G. - 629

TITLE INDEX

- Accountability: Systems Planning in Education - 529*
 Achieving Nationwide Educational Excellence: A 10-Year Plan to Save the Schools - 155
 Administration and Planning in Higher Education: A Bibliography of Books and Reports - 445
 Administration by Objectives: A Systematic Approach to Educational Planning in Virginia - 18
 Administrator's Manual of School Plant Administration - 21
 After Deschooling, What? - 164
 Aims of Education - 209
 Air Structures for School Sports - 298
 Alternative Educational Futures in the United States and in Europe: Methods, Issues and Policy Relevance - 190
 Alternative Futures and Educational Policy - 398
 Alternative Futures for Learning: An Annotated Bibliography of Educational Trends, Forecasts, and Proposals - 417
 Alternative Learning Environments: Emerging Trends in Environmental Design and Education - 287
 Alternative Models of Elementary Education - 175
 Alternative Paths to the High School Diploma - 145
 Alternative Roles and Interagency Relationships of State Education Agencies in Comprehensive Statewide Planning - 243
 Alternatives in Education - 195
 American City, a Documentary History - 99
 American City Planning Since 1890 - 123
 The American Skyline: The Growth and Form of our Cities and Towns - 129
 The Analysis of Educational Costs and Expenditure - 375
 An Annotated Bibliography on University Planning and Development - 458
 Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis - 512
 Applications of Mathematical Programming Models in Educational Planning: An Overview and Selected Bibliography - 491
 Appraisal Guide for School Facilities - 345
 An Approach to the Futures - Perspective in American Education - 437
 An Approach to Urban Planning - 73
 Architecture in a Crowded World: Vision and Reality in Planning - 27
 Architecture 2000: Predictions and Methods - 30
 Articulation of Vocational Education Planning with Comprehensive State Planning - 205
 Automation, Education and Human Values - 147

 Beyond the Melting Pot - 573
 Bibliography of Bibliographies - 79
 Books About Cities - 130
 Budgeting, Programme Analysis and Cost-Effectiveness in Educational Planning - 521
 Budgets, Bonds and Ballots - 550
 Building and Facilities for the Mathematical Sciences - 299
 Building Systems Planning Manual - 300
 Building the American City - 115

* Entry numbers in foregoing bibliography.

Cables, Cameras and Schools - 337
 The California Tomorrow Plan - 407
 Campus/Community Relationships: An Annotated Bibliography - 446
 Campus Planning and Design - 459
 Can the School Build a New Social Order? - 571
 Career Education Facilities - 301
 Career Education Facilities: A Planning Guide for Space and Station Requirements - 649
 Career Cluster Facilities Guide - 284
 The Challenge of America's Metropolitan Population Outlook, 1960-1985 - 536
 Challenges in Municipal-School Relations - 548
 Change and Innovation in Elementary School Organization: Selected Readings - 16
 Change in School Systems - 57
 Change Process in the Public Schools - 50
 The Changing American School - 189
 Changing Demands on Education and Their Fiscal Implications - 382
 Changing Organizations - 47
 The Changing School Curriculum - 165
 Child Care Facilities Planning - 276
 Child's Play: A Creative Approach to Play-Spaces for Today's Children - 267
 A Choice of Futures - 266
 Cities and Space: The Future Use of Urban Land - 139
 Citizen Involvement in the Control of Schools - 537
 Citizen Participation in Education, an Annotated Bibliography - 544
 Citizen Participation in Urban Development - 554
 Citizens for the 21st Century: Long-Range Considerations for California Elementary and Secondary Education - 396
 Citizen's Guide to Planning - 553
 The Citizen's Guide to Urban Renewal - 109
 Citizen's Workbook for Evaluation of School Buildings - 350
 City Classification Handbook: Methods and Applications - 66
 City in History: Its Origins, Its Transformation and Its Prospects - 114
 City Planning: A Basic Bibliography of Sources and Trends - 68
 City Planning and Aerial Information - 69
 The City Planning Process: A Political Analysis - 59
 City Politics and Planning - 118
 City Schools/Suburban Schools: A History of Fiscal Conflict - 389
 Class, Status and Power: A Reader in Social Stratification - 561
 Classification of Educational Systems - 503
 A College in the City: An Alternative - 302
 Communitas: Ways of Livelihood and Means of Life - 575
 The Community - An Introduction to a Social System - 581
 Community and Privacy: Toward a New Architecture of Humanism - 28
 Community and Regional Planning: Issues in Public Policy - 108
 Community Control and the Urban School - 546
 Community Development Process: The Rediscovery of Local Initiative - 538
 Community Planning: A Casebook on Law and Administration - 473
 Community/School: Sharing the Space and the Action - 303
 Community Schools - Education for Change - 207
 Complete Guide for Planning New Schools - 343
 Comprehensive Planning in State Education Agencies - 230
 Comprehensive Urban Planning: A Selective Annotated Bibliography with Related Material - 70

- Computer Mapping: A Tool for Urban Planners - 494
 Computers and Information Systems in Education - 495
 Concepts for Social Change - 587
 Conceptualization of PPBS and Data-Based Educational Planning - 517
 The Conditions for Success in Educational Planning - 263
 Conflict, Controversy and Crisis in School Administration and
 Supervision: Issues, Cases and Concepts for the 70's - 12
 A Contemporary Bibliography on Future Research - 397
 Cost-Benefit Analysis in Educational Planning - 393
 The Cost of a Schoolhouse - 372
 The Costing of Educational Plans - 392
 Creating the Future: A Guide to Living and Working for Social
 Change - 395
 Creative Facilities Planning for Occupational Education, and
 Supplement - 646
 Creative Planning for Educational Facilities - 285
 Crisis in Planning - 261
 Culture and Community - 558
 Curriculum Design in a Changing Society - 149
 Curriculum Development in a Changing World - 174
 Curriculum Handbook for School Administrators - 143
 Curriculum Planning for Modern Schools - 197
- Death and Life of Great American Cities - 105
 Decision Making and Schools for the 70's - 429
 Decision Making in Urban Planning: An Introduction to New
 Methodologies - 120
 Decision Models for Educational Planning - 485
 Demographic Analysis - 506
 Demographic Aspects of Educational Planning - 589
 De-Schooling Society - 170
 Design for ETV: Planning for Schools with Television - 304
 Design of Cities - 64
 The Design of Education - 347
 Designing Education for the Future, No. 1: Prospective Changes in
 Society by 1980 - 421
 Designing Education for the Future, No. 2: Implications for Education
 of Prospective Changes in Society - 422
 Designing Education for the Future, No. 3: Planning and Effecting Needed
 Changes in Education - 423
 Designing Education for the Future, No. 4: Cooperative Planning for
 Education in 1980, Objectives, Procedures and Priorities - 424
 Designing Education for the Future, No. 5: Emerging Designs for Educa-
 tion, Program, Organization, Operation and Finance - 425
 Designing Education for the Future, No. 6: Planning for Effective
 Utilization of Technology in Education - 426
 Designing Education for the Future, No. 7: Preparing Educators to Meet
 Emerging Needs - 427
 Designing Education for Tomorrow's Cities - 614
 Designs for Educational Planning: A Systematic Approach - 508
 Determining Educational Needs - An Overview - 210
 Developing a Methodology for Designing Systems of Instruction - 153
 Developing Comprehensive Planning Capabilities in State Education
 Agencies - 230

- Developing School Systems: Planning, Organization and Personnel - 232
 Development of Information Systems for Education - 236
 Digest of Educational Statistics - 606
 Directions to Better Education: Suggestions for Improving Education in a Changing Society - 411
 Directory of Federal Statistics for Local Areas, a Guide to Sources - 593
 Directory of Federal Statistics for States, a Guide to Sources - 599
 Directory of Non-Federal Statistics for States and Local Areas, a Guide to Sources, 1969 - 600
 Directory of Planning Libraries - 440
 Divisible Auditoriums - 305
 Dollars and Educational Sense - 338
 Dynamics of Planned Change - 54
- Eastern Utah Career Center at Price: Educational Specifications - 643
 Economic Analysis for Educational Planning: Resource Allocation in Non-Market Systems - 374
 The Economic Problems of Housing - 469
 Economics and Education: Principles and Applications - 388
 The Economy of Energy Conservation in Educational Facilities - 306
 Educating an Urban Population - 616
 Education and Urban Renaissance - 223
 Education for Planning: The Development of Knowledge and Capability for Urban Governance - 78
 Education in Depressed Areas - 625
 Education in the Seventies - 435
 Education in the Urban Community: Schools and the Crisis of the Cities - 17
 Education Parks: Appraisals of Plans to Improve Educational Quality and Desegregate the Schools - 365
 Education II - The Social Imperative - 413
 Educational Change and Architectural Consequences - 307
 Educational Development: A New Discipline for Self-Renewal - 15
 Educational Facilities in Urban Settings - 289
 Educational Innovator's Guide - 204
 Educational Investment in an Urban Society: Costs, Benefits and Public Policy - 620
 Educational Management Information Systems: Progress and Prospectives - 493
 The Educational Park: A Guide to its Implementation - 367
 Educational Planning (Adams) - 214
 Educational Planning (AASA) - 215
 Educational Planning (Banghart) - 217
 Educational Planning (Brieve) - 221
 Educational Planning (Griffiths) - 234
 Educational Planning: A Bibliography Through 1963 - 240
 Educational Planning: A Directory of Training and Research Institutions - 241
 Educational Planning: A World Survey of Problems and Prospects - 264
 Educational Planning and Human Resource Development - 14
 Educational Planning in the United States - 399
 Educational Planning Literature Review - 227
 Educational Planning Methods - 497
 Educational Planning: Old and New Perspectives - 256
 Educational Planning, Programming, Budgeting: A Systems Approach - 518
 Educational Planning: The Adviser's Role - 228
 Educational Policies for the 1970's - 246

- The Educational Significance of the Future - 432
 Educational Specifications for Health Occupations - 308
 Educational System Planning - 244
 Educational Systems Analysis - 522
 Effecting Organizational Renewal in Schools: A Social Systems
 Perspective - 26
 Effective Planning for Better School Buildings - 364
 Efficiency in Resource Utilization in Education - 247
 Ekistics - An Introduction to the Science of Human Settlements - 84
 Elements of Preschool Playyards - 346
 The Emerging City - 101
 Empirical Transition Matrices - 509
 Encyclopedia of Urban Planning - 138
 Enrollment in Public and Nonpublic Elementary and Secondary
 Schools, 1950-80 - 605
 Environment and Change: The Next Fifty Years - 401
 Environment and Policy: The Next Fifty Years - 402
 Environment for Man: The Next Fifty Years - 403
 Environment of Schooling: Formal Education as an Open Social System - 168
 Environmental Planning for Children's Play - 277
 Equality and Beyond: Housing Segregation and the Goals of the Great
 Society - 464
 Equality in Educational Opportunity - 586
 Estimates of School Statistics - 595
 An Evaluation of Comprehensive Planning Literature with an Annotated
 Bibliography - 80
 Every Kid a Winner: Accountability in Education - 182
 Evolution of Planning in the Texas Education Agency - 35
 The Evolution of Planning in the Texas Education Agency - 43
 An Experiment in Planned Change - 45
 Experiment in Planning an Urban High School - 309
 Experimental Architecture - 29
 The Extent and Utilization of Management Information Systems and
 Planning, Programming, Budgeting Systems in State Education Agencies - 515

 Fault Tree Analysis: A Research Tool for Educational Planning - 482
 The Federal Civil Rights Enforcement Effort: A Reassessment - 585
 Fewer Pupils/Surplus Space - 310
 Field Study Methods for Educational Researchers: A Bibliography - 492
 Financing Schools and Property Tax Relief - A State Responsibility - 368
 Five Open Plan High Schools - 311
 The Florida Education Improvement Expense Program - 171
 Flying a Learning Center: Design and Costs of an Off-Campus Space for
 Learning - 349
 Forecasting Educational Needs for Economic and Social Development - 212
 Forecasting Methods for Management - 511
 Forty Years of School Planning - 280
 Found Spaces and Equipment for Children's Centers - 312
 Foundations of Futurology in Education - 410
 Funding Education: Problems, Patterns, Solutions - 379
 Future Directions in Community Power Research: A Colloquium - 557
 Future of Education - 428
 The Future of Learning and Teaching - 405

- The Future of Old Neighborhoods: Rebuilding for a Changing Population - 93
 The Future of Public Education - 416
 Future of the City: New Directions in Urban Planning - 140
 Future Shock - 433
 Futurism in Education: Methodologies - 408

 A Generic Educational Planning Model - 498
 The Genesis of the Planning Process - 77
 The Genius of American Education - 156
 Geographic Aspects of Urban Planning: A Selected Bibliography - 81
 Goals for Urban America - 67
 The Good City - 103
 Governing Schools: New Approaches to Old Issues - 8
 Governing the Suburbs - 98
 Guide for Planning Educational Facilities: Planning of Educational Facilities from the Conception of Need Through Utilization of the Facility - 290
 Guide for the Development of a School District Long-Range Comprehensive Master Plan - 222
 Guide to Alternatives for Financing School Buildings - 373

 Half the House - 180
 Handbook of Research on Teaching - 163
 Handbook of Statistical Procedures for Long-Range Projections of Public School Enrollment - 592
 Handbook of Urban Planning - 76
 The Handicapped Child, the Playscape and the Instructor - 357
 The Heart of our Cities: The Urban Crisis, Diagnosis and Cure - 102
 The High School Auditorium: Six Designs for Renewal - 313
 High School 1980 - 400
 The High School Principal and Staff in the Crowded School - 11
 High School: The Process and the Place - 314
 Horizons in Municipal School Administration: Report of a Seminar on Relations between School Systems and Local Government - 541
 The Hot List Delphi: An Exploratory Survey of Essential Reading for the Future - 418
 Housing and Planning Terms Commonly Used and Misused - 467
 Housing and Related Services for Exceptional Persons: A Source Book - 363
 Housing and Society - 462
 Housing for Early Childhood Education: Centers for Growing and Learning - 363
 Human Ecology: Collected Readings - 563
 Human Side of Planning - 88
 Humanizing Education: The Person in the Process - 181

 Ideology in America: Change and Response in a City - 579
 Impact of Housing Patterns on Job Opportunities - 468
 The Impact of Technology on the Library Building - 315
 The Impact of the Designing Education for the Future Project in Utah - 33
 The Impact of the Designing Education for the Future Project in Utah - 37
 The Imperative of Planning Together - 339
 Imperatives in Education - 142
 Increasing Social and Economic Inequalities Among Suburban Schools: A Study in Educational Administration and Finance - 376

- Indicators of Social Change: Concepts and Measurements - 582
 Indoor and Outdoor Space for Children in Nursery-Kindergarten Programs - 294
 Indoor and Outdoor Space for Mentally and Physically Handicapped
 Children - 295
 Inequality, a Reassessment of the Effect of Family and Schooling in
 America - 577
 Inequality in School Financing: The Role of the Law - 391
 Information - Decision Systems in Education - 484
 An Information System for Urban Planning - 488
 Innovation in Education - 55
 Innovation in the Preparation of College Teachers - 461
 Innovations in Education - 179
 Innovative Financing of Public School Facilities - 369
 Innovative Secondary Schools - 177
 Input Evaluation and Educational Planning - 487
 Inquiry: Implications for Televised Instruction - 188
 Institution Building in Urban Education - 618
 instructional Systems - 146
 Interlocal Cooperation: A Selected Bibliography - 542
 International Glossary of Technical Terms Used in Housing and Town
 Planning - 443
 International Vocabulary of Town Planning and Architecture - 439
 Introduction to Educational Administration - 6
 An Introduction to PLANTRAN II: A Simulation System for Educational
 Planning - 452
 Inventing Education for the Future - 409
 Inventing the Future - 404
 Issues in Urban Economics - 383

 Joint Occupancy - 316

 Knowledge and Action: A Guide to Planning Theory - 94

 Land Development Law: Cases and Materials - 636
 Land-Use Information - 633
 Land-Use Planning: A Casebook on the Use, Misuse and Re-Use of Urban
 Land - 634
 Law and Economy in Planning - 472
 Law and Land: Anglo-American Planning Practice - 635
 Learning for Tomorrow: The Role of the Future in Education - 434
 Learning to be: The World of Education Today and Tomorrow - 162
 Legislation Pertaining to New Communities: A Reference - 340
 Leisure and the Quality of Life - 200
 The Levittowners: Ways of Life and Politics in a New Suburban
 Community - 95
 Lifelong Education and School Curriculum - 160
 Local School and Central Office Planning - 42
 Long-Range Planning - 135
 Long-Range Planning for Management - 89
 Long-Range Policy Planning in Education - 248
 Long-Range Planning in Higher Education - 451
 Low and Moderate Income Housing in the Suburbs - 465

- Making Urban Schools Work - 615
 Man-Machine Systems in Education - 502
 Management Information Systems: Applications to Educational Administration - 483
 Management Information Systems for the 70's - 507
 The Management of Education: A Systematic Design for Educational Revolution - 202
 Manpower Aspects of Educational Planning, Problems for the Future - 242
 Man's Role in Changing the Face of the Earth - 128
 Mathematical Models in Educational Planning - 504
 Mental Health and Achievement: Increasing Potential and Reducing School Dropout - 201
 Methods and Statistical Needs for Educational Planning - 597
 Methods of Regional Analysis - 496
 Methods of School Enrollment Projection - 591
 Metropolitan Area Schools: Resistance to District Reorganization - 629
 Metropolitanism: Its Challenge to Education - 235
 The Middle School: Selected Readings - 193
 Middle Schools - 317
 The Model Cities Project of the Department of Education in New Jersey - 576
 Models in Planning - 501
 Modern Educational Developments: Another Look - 161
 The Modern Metropolis: Its Origin, Growth Characteristics, and Planning: Selected Essays - 126
 Modern Systems Research for the Behavioral Scientist - 523
 More Equality - 572
 Multipurpose Man: A New Work Style for the Modern Age - 574
 Municipal Yearbook - 104
- A National Design for the Elementary School - 272
 A National Design for the High School - 273
 A National Design for the Middle School - 274
 National Land Use Policy: Objectives, Components, Implementation - 640
 National Planning for Education - 213
 The Nature of the Curriculum for the Eighties and Onwards - 191
 The Necessary Revolution in American Education - 176
 Network Analysis: For Planning and Scheduling - 486
 Network-Based Management Systems - 4
 Nevada Master Plan: Providing for Improved Educational Opportunities - 172
 The New City - 74
 New Community Development: Planning, Process, Implementation, and Emerging Social Concerns - 479
 A New Design for High School Education - 150
 New Designs for Learning: Highlights of the Reports of the Ontario Curriculum Institute, 1963-66 - 148
 New Dimensions for Educational Planning in the Seventies: With Specific Applications to Teacher Manpower - 262
 New Educational Media in Action, Case Studies for Planners - 39
 New Frontiers in Education - 406
 New Life for Old Schools - 297
 New Look at Education: Systems Analysis in our Schools and Colleges - 531
 The New Media: Memo to Educational Planners - 199
 A New School for the Cities - 623
 The New Schools - 353

- New Town in Town - 481
 New Town Planning, Design and Development: Comprehensive Reference Materials - 480
 New Towns: A New Dimension of Urbanism - 478
 New Towns, New Schools? The State of the Art of Educational Planning in New Communities in the United States - 341
 New Towns Planning and Development: A Worldwide Bibliography - 477
 New Towns: The British Experience - 476
 1970 Census of Housing: V. 1: Housing Characteristics for States, Cities and Counties - 601
- On Educational Change - 49
 On Learning and Social Change - 194
 On Learning to Plan - and Plann' to Learn - 113
 Open Space Schools - 268
 Opening the Schools: Alternative Ways of Learning - 196
 Opening Up the Suburbs: An Urban Strategy for America - 613
 Operational PPBS for Education: A Practical Approach to Effective Decision Making - 514
 Organization and Control of American Schools - 7
 Organization and Management: A Systems Approach - 19
 Organizational Problems in Planning Educational Development - 249
 Organizing New York State for Educational Change - 32
 An Overview of the "Building for Career Education" Conference - 644
- Patterns for Designing Children's Centers - 318
 Paying for Public Schools: Issues of School Finance in California - 378
 The Pedagogical Structure of Methods for Thinking About the Future: The Citizens Function in Planning - 552
 People! An Introduction to the Study of Population - 535
 People and Plans - 96
 Perceiving, Behaving, Becoming: A New Focus for Education - 144
 Personal Space - 124
 Perspectives on Educational Change - 56
 Perspectives on Educational Planning - 245
 Physical Recreation Facilities - 319
 The Place of the Arts in New Towns - 475
 Places and Things for Experimental Schools - 320
 A Plan for Planning - 224
 Planned Change in Education: A Systems Approach - 524
 Planners Book Service - 60
 Planning America's School Buildings - 269
 Planning and Community Appearance - 90
 Planning and Education - 220
 Planning and Providing for Excellence in Education - 237
 Planning and the Educational Administrator - 5
 Planning and the Urban Community: Essays on Urbanism and City Planning - 117
 Planning and Urban Affairs Library Manual - 441
 Planning Aspects and Applications - 71
 Planning Colleges for the Community - 450
 Planning Community Junior College Facilities: A Look into the Twenty-First Century - 457

- Planning Community Junior College Facilities: A Look into the Twenty-First Century - 291
- Planning Design Criteria - 83
- Planning Education for a Plural Society - 566
- Planning Educational Expenditures: Toward a More Precise Determination of Teacher Costs - 390
- Planning Educational Facilities - 351
- Planning Environments for Young Children: Physical Space - 354
- Planning Facilities for Occupational Education Programs - 647
- Planning for a Change: A Resource Catalogue - 286
- Planning for a Nation of Cities - 134
- Planning for Diversity and Choice - 62
- Planning for Education in Litchfield Park 2000 A.D. - 420
- Planning for Educational Development in a Planning, Programming, Budgeting System - 520
- Planning for Educational Reform: Financial and Social Alternatives - 385
- Planning for Future Forms of Education: Towards an Educational and Educational Facilities Planning Model - 415
- Planning for Innovation - 167
- Planning for Man and Motor - 609
- Planning for Regional Education Services in a State - 238
- Planning for School District Organization - Selected Position Papers - 255
- Planning for the Future: A Recommended Long-Range Educational and Facilities Plan for Chicago - 40
- Planning Guidelines for Vocational and Technical Education Facilities - 645
- Planning in Education - 252
- Planning in the Colorado Department of Education to Facilitate Improvements in Education - 38
- Planning in the Colorado Department of Education to Facilitate Improvements in Education - 41
- Planning in the Community - 106
- Planning Library Aides: A Guide to Information Sources, Libraries and Classification Systems for Operating Agencies and Consultants - 442
- Planning Non-Traditional Programs - 159
- The Planning of Change - 48
- The Planning Process: A Systems Perspective for School Boards - 533
- Planning the Educational Revolution - 231
- Planning the Location of Schools: Case Studies - 348
- Planning the School Administration Center - 270
- Planning Theory - 167
- Planning Urban Education - 22
- Planning Yearbook, (Annual) Papers of National Planning Conference - 61
- PLANTRAN II: A Simulation System for Educational Planning - 453
- Political Economy of Urban Areas - 381
- The Political Economy of Urban Schools - 377
- Political Feasibility of Reform in School Financing: The Case of California - 380
- Politics in Educational Planning - 545
- The Politics of Education in the Local Community - 540
- The Politics of Educational Planning in Developing Countries - 258
- The Politics of Land-Use Planning and Zoning: An Annotated Bibliography - 642
- The Politics of Land-Use: Planning, Zoning and the Private Developer - 637
- Politics, Planning and the Public Interest - 112

- Population Characteristics, School Enrollment in the U.S.: October 1973 (Advance Report) Current Population Reports - 602
- Population Growth and Resource Requirements for U.S. Education - 534
- The Possibilities of Error: An Approach to Education - 251
- The Potential of Education Futures - 419
- The Potential Role of the School as a Site for Integrating Social Services - 570
- Power, Poverty and Urban Policy - 562
- The Power to Change: Issues for the innovative Educator - 51
- Preconstruction Planning for Educational Facilities - 362
- Predicting Reading Failure - 169
- Preparing Instructional Objectives - 185
- A Primer for Planners - 119
- Principles and Practices of Urban Planning - 100
- Private Wealth and Public Education - 569
- The Problems of Rural Education - 233
- Problems of Zoning and Land Use Regulation - 630
- Process Education - 154
- The Productive School: A Systems Analysis Approach to Educational Administration - 24
- Professional Identity of the Educational Planner - 229
- Professional Negotiation in Public Education - 23
- Profile of the School Superintendent - 1
- Profiles of Significant Schools: Joint Occupancy - 321
- Profiles of Significant Schools: On the Way to Work: Five Vocationally Oriented Schools - 322
- Profiles of Significant Schools: Three High Schools Revisited - Andrews, McPherson and Nova - 323
- Profiles of State Planning Associations in the U.S. - 438
- Program Evaluation and Review Technique: Applications in Education - 516
- Property Tax Reform - 384
- A Proposal to Change the Structure of City Planning: Case Study of New York City - 125
- A Proposed System for Regulating Land Use in Urbanizing Counties - 641
- Protected Educational Facilities in Found Space: A Guide to Converting Noneducational Spaces into Safe, Healthful Environments for Education - 292
- The Public Administration of American School Systems - 20
- The Public Economy of Metropolitan Areas - 370
- Public Participation in Regional Planning - 551
- Public Policymaking Re-Examined - 9
- Public School Administration - 13
- The Public School in the New Society: The Social Foundations of Education - 547
- Qualitative Aspects of Educational Planning - 218
- Quality of Urban Life - 121
- Quantitative Methods and Techniques of Educational Planning - 510
- Quantitative Methods of Educational Planning - 490
- Race and Poverty - the Economics of Discrimination - 619
- Race, Change and Urban Society - 624
- Race Relations - 559
- Rankings of the States, 1972 - 596

- Reader in Planning Theory - 91
 Readings in Urban Economics - 371
 Recreation Areas, Their Design and Equipment - 279
 Reforming School Finance - 386
 Regions of Tomorrow: Towards the Open City - 63
 The Relation of Educational Plans to Economic and Social Planning - 254
 Relocatable School Facilities - 324
 Relocation in Urban Planning from Obstacle to Opportunity - 116
 The Requirements and Process for Planned Educational Change: State of California - 34
 Research for Educational Planning: Notes on Emergent Needs - 253
 Research for Tomorrow's Schools: Disciplined Inquiry for Education - 158
 Resources for Urban Schools - 621
 Restructuring American Education: Innovations and Alternatives - 257
 Reusing Railroad Stations - 325
 Reviews of National Policies for Education - 250
 Revitalizing Education in the Big Cities - 617
 Revolution in the Schools - 166
 Role of Research in Educational Change - 58

 SCSD: The Project and the Schools - 326
 Scholars in Context: The Effects of Environments on Learning - 283
 The School Administrator and Negotiation - 2
 School Administrators and Instruction - A Guide to Self-Appraisal - 10
 School Building Resources and Their Effective Use: Some Available Techniques and Their Policy Implications - 355
 School Building Today and Tomorrow - 356
 School-Community Relations - 555
 School Division Planning in an Era of Declining Enrollments - 225
 A School for Tomorrow - 344
 The School in the Urban Comprehensive Plan: A Partial Bibliography - 612
 The School in Transition - 178
 The School Library: Facilities for Independent Study in the Secondary School - 327
 The School of the Future - 198
 School Plant Planning, An Annotated Bibliography - 288
 School Property: The Legality of its Use and Disposition - 474
 School Scheduling by Computer: The Story of GASP - 187
 School Site Analysis and Development - 281
 School Size and Program Quality in Southern High Schools - 173
 School Staffing Ratios: Guidelines in Literature, Statute and Local Policy - 594
 The Schoolhouse in the City - 628
 Schooling and Social Change in Modern America - 394
 Schooling in a Corporate Society - 152
 Schools and Comprehensive Urban Planning - 260
 Schools for America: Report - 271
 Schools for Early Childhood - 328
 Schools for New Towns - 342
 Schools for Team Teaching: Ten Examples - 329
 Schools: More Space/Less Money - 330
 Schools Within Schools: A Study of High School Organization - 192
 Schools Without Walls: Profiles of Significant Schools - 331
 A Selected and Annotated Bibliography of Campus Planning Literature - 447

- A Selected Bibliography for the Training of Citizen-Agents of
Planned Community Change - 543
- A Selected Bibliography of Learning Environments for Children - 296
- Selected Information Sources for Urban Specialists - 131
- Selected References for Planning Higher Education Facilities - 366
- Selected References for Corporate Planning - 72
- Selected References on Urban Planning Concepts and Methods - 75
- Seven Schools: The Story of Community Action for Better Education - 208
- Shifting Levels of Decision Making in Post-Secondary Education - 449
- Signs of Good Teaching: Indicators of Quality - 203
- Simu School: Center for Urban Educational Planning - 44
- Site Development Goals for City Schools - 275
- Site Planning - 352
- Slums and Suburbs: A Commentary on Schools in the Metropolitan Area - 568
- Social and Economic Information for Urban Planning - 590
- Social and Technological Change: Implications for Education - 430
- Social Construction of Communities - 584
- The Social Context of Educational Planning - 216
- Social Fabric of the Metropolis: Contributions of the Chicago School
of Urban Sociology - 583
- Sourcebook of Planning Information - 137
- Social Indicators - 560
- Social Objectives in Educational Planning - 580
- Social Planning and City Planning - 564
- Spaces for Career Preparation: Document 3 - Facility Options - 359
- Spaces for Career Preparation: Document 4 - Planning for Change - 360
- Spaces for Career Preparation: Document 5 - Construction Options - 361
- State Education Agency Planning and Federally Funded Programs:
Perceptions of Selected Groups - 239
- State, School and Politics: Research Directions - 549
- Statistical Abstract of the United States - 603
- Statistics of State School Systems - 604
- Step by Step to Better School Facilities - 278
- The Steps and Tools of System Analysis as Applied to Education - 528
- Strategies of Educational Planning - 499
- Student Housing - 332
- Studies in School Administration - 3
- Suburban Power Structures and Public Education: A Study of Values,
Influences and Tax Effort - 539
- Supervision for Change and Innovation - 25
- Survey Research on Comparative Social Change, A Bibliography - 52
- A Symposium on Educational Planning and Program Budgeting: An Analysis
of Implementation Strategy - 519
- System Analysis for Educational Planning: Selected Annotated
Bibliography - 530
- Systemic Planning: Essays on Theory and Application - 489
- Systems: An Approach to School Construction - 333
- Systems Analysis for Effective Planning: Principals and Cases - 532
- Systems Planning in Public Education - 527
- A Systems View of Planning: Towards a Theory of the Urban and Regional
Planning Process - 525

- Taming Megapolis, v. 1 - What It Is and What Could Be; v. 2 - How to Manage an Urbanized World - 86
- Teacher Supply and Demand in Public Schools - 593
- Teaching in a World of Change - 46
- Techniques of Institutional Research and Long-Range Planning for Colleges and Universities - Sample Application: Enrollment Projections - 454
- Techniques of Institutional Research and Long-Range Planning for Colleges and Universities - Volume I: Enrollment Projections, Induced Course Load Matrix, Faculty Planning - 455
- Techniques of Institutional Research and Long-Range Planning for Colleges and Universities, Volume II; Facility Planning, Program Cost Analysis, Budgeting - 456
- The Tenement Landlord - 471
- Theory and Practice of Social Planning - 578
- Three Approaches to Educational Planning - 265
- To Plan a School - 282
- Total Energy - A Technical Report from EFL - 334
- Toward a Humanistic Curriculum - 186
- Toward Creating a Model Urban School System - 626
- Toward New Towns for America - 470
- Toward Perfection in Learning - Case Histories of Community Schools in Action - 151
- Toward the 21st Century: Education for a Changing World - 431
- Town Planning in its Social Context - 567
- Town Planning in Practice: An Introduction to the Art of Designing Cities and Suburbs - 133
- The Transformation of the School: Progressivism in American Education, 1876-1957 - 157
- Transformation of the Schoolhouse - 335
- Transportation Developments, Cities and Planning - 607
- Triumph in a White Suburb - 36
- The Troubled Campus - Current Issues in Higher Education 1970 - 460
- 20 Million for Lunch - 336
-
- Understanding Change in Education: An Introduction - 53
- The University, the City, and Urban Renewal - 448
- University Space Planning: Translating the Educational Requirements of a University into Physical Facility Requirements - 444
- Urban and Regional Information Systems: Support for Planning in Metropolitan Areas - 132
- Urban and Regional Models in Geography and Planning - 513
- Urban and Regional Planning: A Systems Approach - 110
- The Urban Challenge to Local Government - 556
- Urban Choices - 127
- Urban Community - Housing and Planning in the Progressive Era - 638
- The Urban Complex - 136
- The Urban Condition - 85
- Urban Design: The Architecture of Towns and Cities - 31
- Urban Design Within the Comprehensive Planning Process - 141
- Urban Dynamics - 92
- Urban Economics - 387
- Urban Education in the 1970's, Reflections and a Look Ahead - 627
- Urban Environments and Human Behavior: An Annotated Bibliography - 611

- Urban Housing Needs Through the 1980's - 466
- Urban Land Use Planning - 632
- Urban Planning Analysis: Methods and Models - 500
- Urban Planning - Illusion and Reality - 82
- Urban Planning in Transition - 87
- Urban Renewal: People, Politics and Planning - 65
- Urban Research and Policy Planning - 122
- Urban Sociology - 565
- Urban Transportation Planning - 608
- Urban Villagers - 97
- The Urbanization of the Suburbs - 622
- The Urgent Future - People, Housing, City Region - 111
- Use of Simulation Models in Educational Planning: A Critical Evaluation of S.O.M. - 505

- Vocational-Technical Facilities for Secondary Schools, A Planning Guide - 648

- What is Educational Planning? - 226
- What Went Wrong? - 293
- What will be Taught - the Next Decade - 414
- Winnerka: The History and Significance of an Educational Experiment - 206
- Wisconsin Educational Needs Assessment Study - 211
- Work in America - 588
- Workyards - Playgrounds Planned for Adventure - 358
- The World Educational Crisis: A Systems Analysis - 526
- The World Yearbook of Education, 1967: Educational Planning - 219

- The Year 2000: A Framework for Speculation on the Next Thirty-Three Years, vol. 11 - 412
- The Year 2000: Teacher Education - 436
- Year-Round Community Schools: A Framework for Administrative Leadership - 183
- Year-Round Education: Economic, Educational and Sociological Factors - 184

- Zoning Controversies in the Suburbs: Three Case Studies - 639
- The Zoning Game: Municipal Practices and Policies - 631